**AJEMATES**
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.5 No1, January – April, 2022 https://ajemates.org

# CAUSES OF POOR STUDY HABIT AMONG SECONDARY SCHOOL STUDENTS IN AWGU LOCAL GOVERNMENT AREA OF ENUGU STATE

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## ABSTRACT

*The study sought to identify the causes of poor study habit among secondary school students in Awgu LGA. The study was guided by two specific purposes and two research questions. The literature related to the study was reviewed under three sub-headings; conceptual framework, theoretical framework and empirical studies. A survey research design was adopted for the study. The population of the study consisted of all the teachers and principals in the public secondary schools in Awgu LGA of Enugu State which is two thousand one hundred and twenty two (2122) with a sample size of fifty (50) teachers. The instrument used for data collection was a structured questionnaire. The data collected were analyzed using mean score. The result showed that study skill training helps students in managing study time effectively and it increases their educational thinking and reading ability. The result also revealed that study skill training helps students to do their homework effectively, take down their notes during class, think positively in the class and increases their study skills. Finally, it revealed that no assignment, poor time management, failing to take down notes, not following teachers instruction and negative thinking in the classroom are some of the causes of poor study habit among students in secondary school. The researcher recommended that students should be guided properly on how their study. A task force/committee should be set aside by the secondary school board that will liase with the government and schools to ensure the prompt payment of salaries as at when due. The school cannot only rely on authorities for supervisions; the principals are to device a means in order to supervise the teachers in their schools and finally, the principal should try to develop a healthy relationship with his teachers to enhance effective staff personnel administration.*

**Keywords:** concept of studying, Concept of study habits, Poor study habits, and Effective study habits.

## Introduction

Education is the most important invention of mankind, it has a very wide meaning and it is not possible to give it a precise meaning. Different philosophers and scholars have defined education according to their own ideas and philosophies. It is not limited to four walls of the classroom, but also outside in the environment. Education begins from womb and ends with the death of an individual (Isangedighi, 2012). An individual may have good Socio-economic Status, but when he/she does not have proper guidance for study habits, and then the proper education remains unexposed. It has been thought that there is relationship between a student's academic achievement and their study habits (Febregat & Gupta, 2014). Fielden (2014) stated that a good study habits have good effects towards the academic performance of the student. Gellinger and Seibert (2012) noted a link between poor study habits and low academic achievement in that student with poor study habits tends to have poor achievements.

Study habits increases the efficiency of the students with respect to his/her academic achievement. Study habits are termed as the methods of study of students. Study habits are student's ways of studying whether systematic, efficient or inefficient (Ayodele & Adebiyi, 2013). This implies that efficient study habits produces positive academic performance while inefficient study habits leads to academic failure. The study habits, with proper environment, feedback and guidance help the individual to develop a balanced personality. In school, the teachers while at their home the parents should guide the student for his/her study habits. Thus, it is the duty of the teachers and parents to identify student's good study habits and guide them accordingly.

For students in formal educational institutions to attain successful achievement in their academic pursuit, they need to have good study habits. Each individual needs to understand the pattern of studies to adopt in order to excel in the course of schooling. Most students perform below average due to lack of good study habits (Abdullahi, 2013). Some students usually have problem getting started. They start studying very late. At this time, the work becomes so cumbersome with so much available materials to read and a lot of assignments to be done (Akafa, 2011). Most students are involved with so many activities aside their studies. They skip reading their note after lessons; they keep postponing their time of studies. All books are piled up to be read at once. Hence, it is pertinent to note that there is need to encourage good study habits among students so as to attain standard and qualitative

education. Each individual needs to understand the suitable approaches to consider when studying. In most cases, students are often confused on how to start, what to do within a short limited time, the time required to study in order to comprehend.

This shows clearly that there is urgent need to improve the study skills of students if the purpose of learning is to enable the learner attains good performance and academic success. It is important to note that there are students who are well focused in their studies and possessed good mental ability needed to attain good academic performance but may end up performing below expectation severally. In such instances, the issue confronting such persons is not low intelligent Quotients (I.Q) but failure to use the most effective methods of studying (Abdullahi, 2013).Lack of acquiring study skills may constitute a stumbling block to someone's performance.

Study skills are learning strategies that help students organize process and use information effectively. (Kerka, 2017). They can be classified into two, namely broad and specific study skills. The Broad study skills include cognitive based strategies, repetitive strategies, meta-cognitive based strategies and procedural or organizational-based strategies. The specific study skills include reading strategies, time management skills, note taking methods, consultations/help seeking strategies, library use skills and concentration strategies. It has been observed based on experience of the researcher in classroom teaching for years that a lot of students in Awgu local government area tend to study without knowing the guiding principles or the skills involved in the studying. This means they are lacking the proper study skills to achieve their academic success. The effect of this might result to malpractice during examination or failure. This has been an issue of concern to the educators: Counsellors, Teachers, Parents and government, therefore a lot need to be put in place to enhance study skills of students. To realize this goal, the school not only teaches the students to learn but exposes them to situation through which effective learning could be developed hence this study.

## Statement of the Problem

The issue of poor study habits due to avoidance of the rightful study skills has been a reoccurring issue among so many students in various institutions of learning. This has led to massive failure, examination malpractices, frustration, school dropout, and truancy to mention but a few. This has been an issue of immense concern to the teachers, counsellors, concerned authorities and the parents. A good number of efforts have been introduced by government so as to tackle the issue of poor study

approach and habits but yield no fruitful result. Although, contributions have been made to educational sectors by government through introduction of state and Federal scholarship for students, increment of manpower, introduction of functioning guidance and counselling Section and scholarship for teachers to further their education which will in turn boost the quality of education. Yet all these efforts have not really yielded much to tackle the issue of poor study habits among the students. Most of the secondary school students have insufficient study methods. They engaged most often after school hour in leisure activities such as watching movies, playing games, keeping company with friends instead of individual private studying for better understanding. When a student fails to possess competencies of organizing his time, effective studying of course materials and not meeting academic requirement and successful completion of course and program, then such will not be successful academically because there is wrong approach to study skills and habits. It is therefore necessary for students who will soon be graduating from secondary school and looking forth to tertiary institutions to be fully acquainted with varieties of study skills. Hence, this calls for the need for training program on study skills. It was against this background that the study will examine the causes of poor study habits among secondary school students in Awgu Local Government Area of Enugu State.

**Purpose of the Study**

The study will examine the causes of poor study habits among secondary school students in Awgu Local Government Area of Enugu State.

Specifically, the study will:

1. Examine the causes of poor study habits among students in secondary schools.
2. Find out the causes of poor study habits among students as expressed by teachers on the basis of gender.

**Research Questions**

The following research questions will guide the study

1. What are the causes of poor study habits among students in secondary schools?
2. What are the causes of poor study habits among students as expressed by teachers on the basis of gender?

## Review of Related Literature

### Concept of Studying

Studying is very important in learning process because it is a key factor and different from the learning that occurs during classroom instruction that is led by the teacher, Gettinger and Seibert (2013). There are special features that have to be present to make study effective and qualitative. These features are cited by Gettinger and Seibert (2013) as highlighted below:

- Studying is intentional: Effective studying is purposeful and requires a deliberate and conscious effort on the part of the student.
- Studying requires not only the knowledge and application of skills, but volition as well. Studying is different from incidental learning. Studying is skillful. It requires training and constant practice with specific techniques that help a learner acquire, organize, retain and use information. Although students are expected to apply study skills in completing homework or preparing for tests, teachers typically devote little time to providing explicit instruction in such skills.
- Studying is self-regulatory in nature. Self-regulation (e.g. initiative, persistence, goal setting) is an important aspect of studying, not only during the initial development of study skills, but also during application of skills outside of formal learning contexts.
- Studying is personal and individualized: Whereas classroom learning occurs within a social context through interaction and guidance from teachers, classmates and others.
- Studying is expected to be carried out by an individual. In some cases, learning can be fostered through social communication. In such situation, individual study behaviors still play a critical role in academic competence.

### Concept of Study Habits

Most often when some students are said to be studying, they do not comprehend what they are set out to read, some lack understanding of the materials, for others knowing how to make what they had read memorable becomes an issues. Still others have problem getting to start especially when what is to be studied is voluminous and the language used is advance for their status. Also, there are students who lack focus due to the numerous activities they are involved in which pre-occupy and distract them. Habit is seen as what one does often. Nneji (2011) states that study habits are learning tendencies that enable student work on their own. Study is meant to be done often and regularly by making it a habit. Most students do not know how to study. A study carried out by poque (2008) found out that students fail due to the fact that they do not know how to study. He advised that effective study skills should be developed for the students. Study habit refers to learning which leads to the achievement of the learner's goal through a prescribed pattern of steady behavior (Ogbodo, 2010). The student needs to make friends with those whom one can share similar study habits and those who have developed effective study habits which will help them develop sound study habits too. Been a learner with poor study habits is like watering a dead tree to grow up. The students need to know how best to read for comprehension, and concentration is needed when studying.

This simply means that the student need regular study and taking break in between study time. It is important to note that habit is something an individual can form as a result of perpetually been involved in such act. Most attitudes and habits people possesses are not inborn. Some are learned or copied from others, others are trained. To this effect it is appropriate for the student to note that to develop good study habits there is need to develop the skills which will now be sustained by the habits.

**Poor Study Habits**

Poor study habits stems from bad attitudes and habits students developed towards their studies. Ozigi (2010) was of the view that a poor factor that accounts for the academic performance of students and failure at school is their application of wrong study habits. However, Emievil (2013) put forward some bad attitudes and habits exhibited by secondary school students that lead to poor study habits include the following:

**Poor Attendance:** For any subject, especially subjects like accounting and statistics attendance is really a must. Unless, of course the student is a genius who can just scan the teacher's or classmates' notes and can readily understand the lesson. The best thing is to hear first-hand what the teacher has to say and to read through your own eyes everything written on the board. If the student fails to attend classes, his/her chance of understanding the subject might be very shallow and his/her points for attendance will go down as well

**No Assignments:** The only way a student can learn is through practice. And practicing the subjects/topics means diligently doing the exercises and the assignments all on your own. Overdependence on others for assignments regularly might affect ones understanding of the subject. The ones who did the assignments stand better chance of understanding the topics.

**Failing to take down notes:** Some students are fond of always photocopying notes from their classmates this may not really serve the purpose for every student. Taking down notes mean you are listening and are focused on the subject. A student who doesn't take down notes is either somebody who has a photographic memory or just plain lazy or is not concentrating on the subject at hand. The first reason is a good one but is quite rare. The second reason may be okay if the student is intelligent in the first place (but this is still not an excuse). The third reason may be the worst because the student is really not absorbing anything from the class. And when this happens, your grades are bye-bye.

**Poor Time Management:** Some students don't know how to manage their time; they accommodate everything that comes their way even the ones that intercept their studies. When a student fails to properly prepare and planned their time, it will continually coincide with their school schedules.

**Not Following Teacher's Instructions:** In every learning process, the teachers do give instructions to the learners. Some students developed the attitude of ignoring such. For example, during examination students are asked to write T for True and F for False. Some will ignore the

instruction and write the whole word or worse, give entirely different answers. Failing to follow instructions could mean deduction of marks or a failed grade in that exam or worse, in the subject itself.

**Negative Thinking:** This one bad habit can wipe out all the student's good study habits. If a student perennially thinks he or she does not understand the subject or that the subject is just too hard for him or her, no amount of studying or copying notes or doing assignments can really make up for this one bad habit. It will just simply block everything because the student is setting himself or herself up for failure. This attitude is so bad that it can cause one to fail perpetually.

**Procrastination:** This one can follow poor time management skills, but it's a habit that can be left on its own. Procrastination often leads to cramming. Students have so many distractions these days. These distractions (like Face book, online games, play-stations, texting/chatting) make cramming or procrastination a more dangerous bad habit now than it was before. However, it is pertinent to note that no amount of intellectual knowledge will be useful to a learner if the bad attitude, approaches and habits are not killed. Hence, to cultivate the rightful habits, there has to be decision to develop and practice the good qualities of mindfulness, punctuality, organization, time management, positive-thinking etc.

**Effective Study Habits**

To develop an effective study habits, the students' need to be given intensive training on study skills. Most scholars consider it mainly as one of the intervention of reducing poor study habits (Abdullahi, 2008). According to Ogbodo (2010) effective study habits refers to a situation in which a learner studies regularly to achieve maximum success in his/her school work. Howell (as cited in Abdullahi, 2008) noted that working with children in grades four to eight was able to demonstrate that a year of intensive emphasis on work study skills produced reasonable improvement in achievement. The interest on study skills has also caught the attention of Ranson (2009) who reported that a group of students who spent between ten to fifteen hours in a study skills clinic had a significantly higher grade point average then an equated group of students who had not made use of the clinic. Otto and smith (2010) stated that reading study skills require more than a simple way of study skills. Rather they require careful and developed study habits as well. Skills focus on specific behaviours required for study type reading. On the other hand, habits focus on ability and inclination to apply the skills. This simply signifies that successful academic achievers typically have arrays of study skills well cultivated which help them to develop effective study habits. Hoston (2012) mentioned that there is a great need to teach study skills to student as majority of them have ineffective study habits and this has put the students in the position of developing poor study habits. He further stated that there is no formal teaching of study skills which has also attributed to the students developing poor study habits.

Due to the fact that they had developed poor study habits, they usually opt and solely depend on frantic cramming during examination. This is not a good standard to develop in the field of studying because the understanding has not been established. Denga (2013) noted after carrying out a study that majority of the students expressed a need for developing effective study habits,

choosing the right subject combination and passing examinations. This study has actually brought an awareness to authorities concerned in issues of students successful performance as it pinpoint the necessity for training students on the use of study approaches in other to tackle the issue of poor study habits (Abdullahi,2008). According to Adegbija (2015) studentship is a lifelong career. Therefore, studying and learning are process that continues throughout life time. He therefore saw the development of effective study habits as basic requirement for any individual who wants to maintain a well-informed state of mind for students' success in any academic and development Endeavour. Ozigi (2008) expressed that most secondary school students in northern Nigeria did not received any formal instruction in study techniques. Never the less, some students put much effort on reading preferred subjects and depend on their lecture notes as source of information. Ogbodo (2012) explained that teaching students study skills and approaches was genuinely necessitated-by dramatic short fall and downturn in students' performance which cut across tiers of institutions of learning, resulting in massive failures, carryover deficiencies and related problem.

In a study carried out by pressey in Abdullahi (2008) showed that college students who were having difficulty and were given instruction in study skills were much likely to pass their exams than similar students who received no help. An effective study habit comprises several factors like the location of study activity, study technique, time management, physiological and psychological factors. According to Thinkport (2008) good study habits are important part of any student's success. This doesn't just mean studying hard when a test is coming up. Studying is a continuous process that helps learners collect their thoughts and reflect on all the new things they learn each day. Abdullahi (2008) opined that it takes time and effort for the student to fully understand everything he/she is presented with in the classroom. He further buttressed his point by adding that a good student needs not to necessarily have high I.Q than his counterpart who is below average in academic performance. The different between them is study habits. Good study habits help individual student to form understanding effectively.

**Study Skills**

Study skills have been defined differently by different Authors and writers. It is important to look at some of these definitions. Gettinger and Seibert in Awabil (2013) states that study skills are viewed as academic enablers; they function as critical tools for learning. He further opined that study skills encompass a range of coordinated cognitive skills and procedures that enhance the effectiveness and efficiency of students learning. Hoover and Patton, Gettinger and Seibert in Awabil (2013) indicated that study skills include the competencies associated with acquiring, recording, organizing, synthesizing, remembering, and using information. Kerka (2007) opined that study skills are learning strategies that help students organize process and use information effectively. She also cited the following definitions of study skills:

- Study skills are processes of meta-cognition, which is self-awareness of one's thinking and learning. Learners who are able to step back and monitor their thinking and learning are able to use strategies for finding out or figuring out what they need to do.
- Study skills are learning strategies that facilitate the processing of information. Study skills help us organize and process information. They also help us remember what we have learned. They

work best when we are conscious of our learning processes. This awareness of our own thinking and learning is known as meta-cognition.

Kerka (2007) further mentioned some purposes of study skills. These are

- Study skills are important not just for academic learning, but also for everyday life. They can help individuals to be organised and successful life-long learner and manage their jobs, households and finances.
- Study skills can be critical especially for students with learning disabilities, who may have difficulties with staying focused and become discouraged by lack of success.
- Students attribute failure to internal factors like lack of ability, or external factors such as bad luck. This can make their self-confidence suffer and they see every effort as futile. Mastering the skills for studying and learning increases their self-efficacy and empowers them to change their approach and different strategies if one fails

**Types of Study Skills**

Study skills can be classified into two namely; a) Broad study skills and b) Specific study skills.

**Broad Categories of Study Skills**: Various writers have provided different views, regarding the components of study skills. For instance, Gettinger and Seibert in Awabil (2013) identified four broad clusters of study skills that students need to acquire to facilitate their academic success. The four clusters are: (a) Cognitive-based strategies (b) Repetition strategies (c) Meta-cognitive-based strategies (d) Procedural or organizational-based strategies;

**Cognitive-Based Study Skills:** The goal of cognitive-based study strategies is to guide students to engage in appropriate thinking about information they are required to learn. According to the information processing theory, the greater knowledge students have about content the more likely they are to think about, understand, and remember it (Gettinger & Seibert in Awabil, 2013). Studying is enhanced when new material is meaningful to learners, and integrated with their existing knowledge. Besides, information that is stored as a network of connected facts and concepts, called schemata, is more easily learned and retained. Other evidence based cognitive study strategies that assist students in activating and making connections with prior knowledge are question generation and summarizing.

**Repetition Study Strategies:** Most basic study strategies involve repetition re-reading of information. Repetitive strategies are most useful when storing small bits of information for the short-term or when the content being studied is used frequently. Repetition strategies are easy to learn and use and, therefore, are among the first study skills taught to young children. In early grades, teachers may rely on repetition strategies for helping children acquire basic reading and mathematics skills. For instance, flashcard sets are frequently used to help children learn spelling, vocabulary, sight words and mathematics facts (Gettinger & Siebert in Awabil, 2013).

**Meta-cognitive-based Study Skills:** The extent to which students apply study skills when the need arises depends largely on their meta-cognitive capacities (i.e. the ability to assess the need for studying and to plan, implement, and monitor and evaluate their study approaches). Whereas cognitive-based study strategies relate to how learners process information, meta-cognitive strategies relate to how students select, monitor, and use strategies in their repertoire. Being meta-cognitive is essential for effective studying. Mega-cognitive ability enables learners to adjust their studying according to varying task demands. Students with well-developed meta-cognitive skills know how to study effectively; they understand which strategies to deploy, monitor their studying, and allocate time wisely. They are familiar with the cognitive strategies that help them study and regulate their use of such strategies (Gettinger & Seibert in Awabil, 2013).

**Theoretical Framework**

Two relevant theories were used for the study which is the theory of Basic Interpersonal Communication Skills (BICS) AND Cognitive Academic Language Proficiency (CALP). The theories were propounded by Cummins a famous philosopher in (1964). He states that (BICS) are the "surface" skills of listening and speaking which are typically acquired quickly by many students, particularly by those from language backgrounds similar to English who spend a lot of their school time interacting with native speakers.

The CALP theory is a theory that is based on child's ability to cope with the academic demands placed upon her in the various subjects. Cummins stated that while many children develop native speaker fluency (i.e. BICS) within two years of immersion in the target language, it takes between 5-7years of a child to be working on a level with the native speakers as far as academic language is concerned.

Another theory relevant to this study is the contiguity theory which was propounded by Cliford in (1988). It is a process were learning is established through the recurrent occurrence, together of two events or objects, resulting in their being associated in an experiential situation. The contiguity theorist does not assign any role to the intervening variables of the consequence of response in learning. To them the pleasantness or unpleasantness of the consequences of an action does not make learning to occur, but rather, the simultaneous pairing or association of two different stimuli is enough to form connection or bond between stimulus response (S-R). This theory is also referred to as S-R without reinforcement that one's action attracts is insignificant in learning. This process of learning is mechanistic and explains how some of our simplest and complex behavioural features like emotions and reflex actions are acquired.

Pavlov, a Russian Physiologist, interested in how organs of the body functions, and the reaction of organism to environmental stimuli, propounded the theory of classical conditioning in 1909. He categorized reflexes into two viz; physiological and psychic. Physiological (unconditioned) reflexes refer to an inmate natural process that guides the organic or biological process of the body. On the other hand, psychic reflexes also referred to as conditioned reflexes are the acquired

behaviour that results from one's accumulated experiences. His experiments led to the discovery of some general principle of learning which are;

- **Acquisition:** for conditioned response (CR) to fully develop, several-paired presentations of the conditioned stimulus (CS) are required. Each of these paired presentation is referred to as the trial period, and it was observed that conditioned response (CR) to conditioned stimulus (CS) gradually increases in strength with subsequent trials, than with the initial ones, during which there was little or no response. This simply means that there is a positive correlation between the frequency or intensity of stimulus and the magnitude of response. The acquisition phase is the period when the dog is learning the connection between the CS and UCS.

Applying this principle to the teaching and learning process makes a teacher to realize that a desired behaviour pattern (CR) can be mastered if his teaching (UCS) is accompanied with pleasant illustration (CS). Also simultaneous pairing of his teaching (UCS) with pleasant illustration (CS) gradually strengthens the appearance of the desired behaviour (CR). Frequent use of illustration in the teaching of any subject will usually increase the rate of understanding and interest shown by the students.

- **Extinction:** Pavlov observed that if for sometimes, the sound of the bell (CS) was not accompanied with meat powder (UCS), the tendency of the dog to respond, gradually fades away overtime until when it eventually stop salivating (CR), on hearing the sound of the bell. This is referred to as the extinction of response, which is a gradual process, used to reduce and eventually stop the appearance of the CR. The acquisition and extinction phases are both gradual processes, but the connection established between CS and UCS during the acquisition phase is obliterated during the extinction phase.

This principle is relevant in the teaching and learning process as the teacher can use it to modify an undesirable behaviour of a student by working towards its extinction. In this case, the teacher has to find out and remove the reinforcing factors. In a similar fashion, a child who was afraid when he first came in contact with a particular teacher will usually show less fear if the teacher continually displays friendly attitude in their subsequent content as it makes the response (fear) to go into extinction.

**Generalization:** This is a situation where another stimulus that is similar to the conditioned stimulus is capable of evoking the same response. Pavlov observed that the dog salivated at the sound of varying tones of the bell because of their similarity to the original implying that it has its response generalized to similar stimuli. In the process of learning, generalization helps us to transfer what has been learnt in a particular situation to another. Teachers should however be able to correct some of the generalizations that are wrong while encouraging those that are in the right direction. For instance, a child who learns that a goat has four legs, and as such all animals with four legs are goats, should be made to understand that other animals like dogs also have four legs. On the other hand, a child who has learnt that he should greet his parents and extend his response, by greeting other elders should be encouraged to do so.

**Empirical Studies**

Francesca (2011) conducted a study in Enugu on the factors responsible for student's mass failure in senior secondary school examination in Enugu North Local Government Area. The population of the study was eight thousand five hundred and four senior secondary school students from the nine (9) government secondary schools in the area with a sample size of two hundred (200). The instrument for data collection was a structures questionnaire. Three research questions guided the study. The data collected was analyzed using mean score. The result showed that parental factors, societal factors and attitudes of the students towards teaching and learning are responsible for the mass failure in senior secondary schools.

Ifeanyichukwu (2012) conducted a study in Awka on the differences between language learning and language acquisition. The population of the study was two thousand four hundred and fifty with a sample size of one hundred and eight (108). The instrument for data collection was a structured questionnaire. Four research questions guided the study. The data collected was analyzed using standard deviation. The results showed that language one is born into can be said to be language while language learning is the language a students learn in school e.g. English, French etc.

Language acquisition has to do with mother tongue and language learning is all about learning English language as a second language. Language learning has been greatly affected by language acquisition which forms the main point of the current research.

**Summary of Review of Related Literature**

This chapter reviewed the literature of others. The key topics reviewed are concept of studying, concept of study habits, poor study habits; effective study habits, study skills which include broad and specific category of study skills. The specific study skills relevant to this study include reading, time management, note-taking, consultation and concentration strategies. Likewise, study skills training was discussed which reveals that it is imperative to study on how to reduce poor study habit using the training program. The findings from this studies would try to bridge the gap in studies on poor study habits in Awgu local Government Area of Enugu State.

**Research Method**

A survey research design will be used for the study. The study will be conducted in Awgu local government area of Enugu State. The choice of the area was because of its geographical location state. It has other surrounding local government area which are Oji River and Nkanu west local government areas of Enugu State. They are known for their rich cultural heritage and agricultural produce. The population of the study consisted of all the teachers and principals in the public secondary schools in Awgu LGA of Enugu State, which is two thousand one hundred and twenty-two (2121). (Source: Post Primary School Management Board Enugu State Chapter, 2019). A sample size of fifty (50) teachers was drawn from five (5) selected school sampled out of the nine (9) government secondary schools that were used for the study. Simple random sampling was used to draw ten (10) teachers from each of the selected five (5) schools giving a total sample size of

fifty (50) government secondary school teachers that was used for the study. The instrument that will be used for data collection was a structured questionnaire which was designed by the researchers. To ensure the validity of the instrument used in this work, the researcher submitted the draft copies of the questionnaire to three experts, one in measurement and evaluation and two in educational management, all in Enugu State University of Science and Technology (ESUT). Their criticism and corrections were used in modifying the instrument. Fifty (50) copies of the questionnaire were administered by the researcher to the respondents. The entire questionnaire was collected from the respondent after they have been filled at the spot. Data were analyzed using mean score

**Data Presentation and Analysis**

**Research Question 1;**

What are the causes of poor study habits among students in secondary school?

Table 1; The mean responses on the causes of poor study habit among students in secondary schools in Awgu LGA.

| SN | ITEMS | SA (4) | A (3) | D (2) | SD (1) | N | ∑FX | X | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 1 | No assignment | 30 | 20 | - | - | 50 | 180 | 3.6 | A |
| 2 | Poor time management | 40 | 10 | - | - | 50 | 190 | 3.8 | A |
| 3 | Failing to take down notes | 20 | 30 | - | - | 50 | 170 | 3.4 | A |
| 4 | Not following teachers instruction | 30 | 20 | - | - | 50 | 180 | 3.6 | A |
| 5 | Negative thinking in the classroom | 25 | 25 | - | - | 50 | 175 | 3.5 | A |

**GRAND MEAN = 3.66**

From the computed mean in table 1 above, it could be seen that table 1 has the grand mean of 3.66 which is above the mark of 2.5 and it shows that the respondents agreed on the listed causes of poor study habit among secondary school students in the study area.

**Research Question 2;**
What are the effect of study skills training among the treatment and control group on home work and assignment?
Table 2; The mean responses on the effect of study skills training among the treatment and control group on hoe work and assignment

| SN | ITEMS | SA (4) | A (3) | D (2) | SD (1) | N | ∑FX | X | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| 6 | It helps them to do their home work effectively | 25 | 25 | - | - | 50 | 175 | 3.5 | A |
| 7 | It helps them in taking down notes during class | 30 | 20 | - | - | 50 | 180 | 3.6 | A |
| 8 | It helps them to think positively in the class | 40 | 10 | - | - | 50 | 190 | 3.8 | A |
| 9 | It increases their study skills | 20 | 30 | - | - | 50 | 170 | 3.4 | A |
| 10 | It helps to direct the students towards better understanding of what they study in the class | 30 | 20 | - | - | 50 | 180 | 3.6 | A |

**GRAND MEAN= 3.16**

From the computed mean in table 2 above, it could be seen that table 2 has the grand mean of 3.16 which shows that the respondents agreed on the listed effect of study skills training among the treatment and control group on hoe work and assignment

**Discussion of findings**
Findings in table 1 revealed that no assignment, poor time management, failing to take down notes, not following teachers instruction and negative thinking in the classroom are some of the causes of poor study habit among students in secondary school. The findings were in line with the findings of Ogba (2014) who stated poor study habits among students are mostly caused by non-challant attitude of the students towards their studies.

Findings in table 2 revealed that study skill training helps students to do their homework effectively, take down their notes during class, think positively in the class and increases their study skills. The findings agreed with the findings of Iga (2010) who stated that study skill training helps to direct the students towards better understanding of what they study in the class.

**Conclusion**
Based on the findings of the study, the researchers concluded that study skill training helps the students to follow the teacher's instruction accordingly during classroom session and increases their study skills

**Educational Implications of the Study**

The following educational implication were discovered from the study

1.Effective study skill training increases the students' educational thinking and reading ability

2.It directs them towards better understanding of what they study in the class

3.It helps them to think positively in the class

**Recommendations**

Based on the findings of the study, the researchers made the following recommendations;

1. That a task force/committee should be set aside by the secondary school board that will liase with the government and schools to ensure the prompt payment of salaries as at when due.
2. The school cannot only rely on authorities for supervisions; the principals are to device a means in order to supervise the teachers in their schools.
3. The principal should try to develop a healthy relationship with his teachers to enhance effective staff personnel administration

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